DOCUMENT RESUME

ED 169 513 CS 004 781

AUTHOR Sposato, Susan E.
TITLE A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test.
PUB DATE May 79
NOTE 11p.; M.A. Thesis, Kean College of New Jersey

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Comparative Analysis; Elementary School Students; Grade 2; Intermode Differences; *Oral Reading; Primary Education; Reading Ability; *Reading Comprehension; Reading Research; Reading Skills; *Reading Tests; *Response Style (Tests); *Silent Reading

ABSTRACT

The purpose of this study was to determine if the comprehension of 33 second grade students on a standardized test is the same whether the test is read silently or orally. The students silently read Level B, Form 1 of the "Gates MacGinitie Reading Test"; during the month that followed, individual students read Level B, Form 2, of the test orally, carefully following all directions. Results of the study show no significant differences between the two tests; several children did score higher on one form or the other, but as a group the results were essentially the same. (Author/RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169513

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test

Susan E. Sposato

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Susan E. Sposato

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented in partial fulfillment of
requirements for the degree Masters of Art
to
Kean College of New Jersey
May 1, 1979

CS004781

TABLE OF CONTENTS

ARTICLE ONE

Introduction	3
Related Research	3
Hypothesis	4
Procedure	5
Results	6
Conclusions and Implications	6
References	9

ARTICLE TWO

Related Literature	11
References	18

The purpose of this study was to determine if the comprehension of second graders on a standardized test is the same whether the test is read silently or orally.

Thirty three second graders from a suburban parochial school were tested. During reading periods Level B, Form 1 of the Gates MacGinitie Reading Test was read silently. Individually during the following month the students orally read Level B, Form 2 carefully following all directions.

The results of the study indicated that there was no significant difference between the results of the two tests. There were several children that did score higher on one form or the other but as a group the results were essentially the same.

If we were to compare reading instruction now with that of eighty years ago, we would surely find that a great deal has changed. In the early years of formal education, all reading was oral. When reading speed became more and more important, the emphasis of reading instruction shifted to silent reading. Educators are now at a point when increasing comprehension is the concern and they want to know which method of reading is superior or if perhaps both methods have equal value.

To try to find an answer to this problem, researchers have tried to understand the reading process. It is generally agreed that reading is a visual process involving eye movements. Actual reading takes place during fixations but not during the time when the eye is moving. Dolores Durkin (1976) said that oral reading causes the eye to fixate and regress more often than silent reading does. This is due to the fact that oral reading requires pronunciation and careful enunciation of every word. These eye movements would be inefficient for silent reading.

Researchers will agree the reading involves a visual component but many feel it also involves an auditory component. McGuigan (1964), Brown (1971) and Schreiner (1973) felt that there was more to

reading than merely visual processing. They said that verbalizing or subvocalization of the written material was also present when reading silently. The reader understood what was read by hearing himself or feeling himself read out loud.

Studies have been done comparing various aspects of oral reading and silent reading. Mosenthal (1976) assumed reading comprehension would be the same no matter which modality was employed. To his surprise his study proved his assumption to be wrong. He found that the children did well reading silently and comprehending oral language but did not do as well when they read aloud.

Rowell (1976) found that oral reading comprehension was superior to silent reading comprehension for the urban and suburban second graders in his study. He also found that no matter which modality rural children used, there was no difference in comprehension.

HYPOTHESIS

To help clarify the issue, this study was undertaken. The specific purpose of the study was to determine if the comprehension of second graders on a standardized test is the same when the test is read silently and when it's read orally. It was

hypothesized that comprehension on a standardized reading test would not be improved when the test is read orally.

PROCEDURE

A group of thirty three children were given the comprehension section of the Gates MacGinitie Reading Test in November. Level B, Form 1 was used. The tests were administered in three groups during the regular reading group periods. The children were required to read silently and answer as many comprehension items as they could within thirty five minutes. The tests were then hand scored and the raw scores obtained were converted to grade equivalent scores using the second grade norms.

Throughout December and January the comprehension section of Level B, Form 2 was administered individually to the same thirty three children. The children were each required to read the test orally before choosing their answers. Time limits and all other directions remained the same. The tests were again hand scored and the raw scores were converted to grade equivalent scores.

A chart was then made listing each child and the grade equivalent scores obtained on Form 1 and Form 2. The scores were compared and the differences

were noted.

RESULTS

Table 1 illustrates the comparison of the means and standard deviations for the results of the two tests.

TABLE 1

Comparison of Test Data

Test	Mean	Standard Deviation	t
Level B, Form 1	2.866	.498	.259
Level B, Form 2	2.933	.510	

The results of the second testing, administered for oral reading, indicates a small mean gain in achievement. A *t* of .259 was computed which indicated that there was no significant difference in the mean achievement of the samples even though the tests were read differently, orally and silently.

CONCLUSIONS AND IMPLICATIONS

The results of this study indicated that for the entire group there were no significant differences in the mean test results when the test was read silently or orally. The hypothesis that we used was accepted. Analyzed on an individual basis,

twelve of the thirty three subjects did better when they read the test silently than they did on the post-test which was read orally. Two subjects achieved the same score while nineteen showed some improvement on the orally read form of the test. This could have resulted, in part, from the one week to one month time span between the pre- and post-test and might be attributed to learning which had occured during this time. Most of the gains on the oral version of the test were only two or three months. Three subjects did show a gain of more than twelve months.

It would appear that silent or oral reading of a standardized reading test does not produce significantly different results and that the procedure utilized in testing, the use of the silent mode, need not be changed in favor of an oral mode. It would also appear that silent reading and oral reading are of value in reading instruction and that oral reading of a standardized test of reading can be utilized in testing reading achievement to produce essentially similar results. The savings in time does not suggest that oral reading testing of a class is desireable. Teachers should provide ample opportunity for the students to practice both methods of reading. If students are found that do better

on one method or the other, teachers might differentially test a classroom population to provide for such individual differences.

REFERENCES

Brown, Eric. " Levels of Syntactic Realization in Oral Reading." National Reading Conference, Tampa, Florida, 1971.

Durkin, Dolores. Teaching Young Children to Read, Boston: Allyn and Bacon, Inc., 1976.

McGuigan, F.J. and others. " Covert Language Responses During Silent Reading." Journal of Educational Psychology, Volume 55, pages 339 - 343, 1964.

Mosenthal, Peter. " Psycholinguistic Properties of Aural and Visual Comprehension as Determined By Children's Abilities to Comprehend Syllogisms." Reading Research Quarterly, Volume 12, pages 55 - 92, 1976/ 1977.

Rowell, E.H. " Do Elementary Students Read Better Orally or Silently?", Reading Teacher, Volume 29, pages 367 - 370, 1976.

Schreiner, R. " Verbal Coding as an Instructional Strategy in Improving Pupil Performance on Standardized Measures of Reading Comprehension." ERIC ED 083 564, 1973.